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ABSTRACT

The development of an inventory used to investigate the degree of sex equity in secondary school physical education departments is described. The report is in six parts: 1) the development of the conceptual plan; 2) the design and preparation of the inventory; 3) analysis of the inventory by external readers; 4) selection and briefing of field test participants; 5) data gathering and analysis; and 6) recommendations for publication of the inventory and report. Appendices include a copy of the letter sent to the participating schools, a list of the schools involved with the study, and a copy of the survey used to gather reactions to the product. Also included is a list of recommended resources. (LH)

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FINAL REPORT

Small Grant

The Design and Validation of a Self-Study Guide To Assure Equal Opportunity for Women In Required Secondary School Physical Education Classes

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FINAL REPORT

Small Grant

The Design and Validation of a Self-Study Guide To Assure Equal Opportunity for Women In Required Secondary School Physical Education Classes

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In October 1977, the authors received word from the Women's Educational Equity Program that the proposal, "The Design and Validation of a Self-Study Guide to Assure Equal Opportunity for Women in Required Secondary School Physical Education Classes" had been funded. This report will describe the project from initiation in October, 1977 to completion in November, 1978. The following will serve as significant events around which to discuss the project.

1. Conceptual Plan
2. Design and Preparation of Inventory
3. Analysis of Inventory by External Readers
4. Selection and Briefing of Field Test Participants
5. Data Gathering and Analysis
6. Recommendation for Publication

Goals, objectives, and the plan of action as specified in the initial proposal will be analyzed in an effort to judge the quality of the product. Effort will also be made to share the results of anecdotal records regarding process events. When possible, effort will be made to document proposal statements throughout the report.

*It should be brought to the attention of the reader that Dr. Betty Hartman is Chair and Professor of Physical Education at Kent State University, Kent, Ohio.

I. CONCEPTUAL PLAN

In an effort to bring solution to the myriad of problems arising over sex integration in physical education, this project proposed an inventory to be used by professionals creating and/or evaluating programs. It further suggested that the change would best be accomplished if teachers were encouraged to re-examine the content of physical education and to update their skills in individualization of instruction. Procedure and methods selected for implementation considered the following:

"1. *That the program be inexpensive; making use of existing knowledge and talent whenever possible.*

2. *That within one year project materials be available for persons to use in assessing compliance. (The materials will be equally valuable in assessing the ongoing programs as in planning new programs).*

3. *That the inventory be based on reliable philosophical as well as an accurate scientified base for physical education.*

4. *That the inventory assist teachers in updating knowledge and skills and that it not exemplify a threatening approach.*

5. *That the inventory provide a means by which males and females can reshape programs as a team rather than allowing one sex to superimpose their structure on the other sex."*[1]

Results of the analysis of data and recommendations found later in the report will address the above goals in detail.

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[1]Clement, Annie and Hartman, Bett,. The Design and Validation of a Self Study Guide to Assure Equal Opportunity for Women in Required Secondary School Physical Education. WEEA funded, 1977-1978, pg. 3.

II. DESIGN AND PREPARATION OF THE INVENTORY

The objectives in the proposal relating specifically to the construction of the inventory were the following:

"1. *To develop an inventory which will assure physical educators and administrators equity in program planning by focusing on:*

   a) *the identified needs and capabilities of each student, and*

   b) *the development of qualities within students which exemplify a physically educated person.*

2. *To assist professionals in designing equitable learning experiences by using the content of physiology, biomechanics, psychology and sociology rather than the rules and strategy of basketball, volleyball and baseball as a basis for decision making.*

3. *To create a plan which will enable male and female instructors to work as a team as they reshape their program.*

4. *To design the inventory in such a way that it will be valuable to the teacher assessing the merits of his/her co-educational programs."*[2]

Review Process

Upon funding, the authors reviewed all publications since 1973 as well as classics in the area of curriculum planning in physical education. The following physical education subfield were also reviewed in detail. (Procedure 1.(a) pg. 12 of proposal)

1. Title IX and Physical Education
2. Growth and Development
3. Curriculum

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[2]Clement, Annie and Hartman, Betty. The Design and Validation of a Self Study Guide to Assure Equal Opportunity for Women in Required Secondary School Physical Education. WEEA funded, 1977-1978, pg. 12

4. Methods

5. Biomechanics, Kinesiology

6. Physiology

7. Movement Education

8. Elementary

9. Sports

10. Research on women, particularly physiological

11. Evaluation

The past ten years of the Research Quarterly and the Journal of Physical Education and Recreation, the two major professional publications, were reviewed. In addition to the literature review, the authors spent a great deal of time observing students in physical education classes and in various other movement situations. They also conducted informal interviews with teachers in an effort to assess the teacher's ability to deal with various approaches to the teaching of physical activity.

Criteria

As a result of the literature review and meetings with teachers, the following were established for inventory construction. (Procedure 1. (b), pg. 13).

A. An individualized approach to the teaching of physical education would be encouraged.

B. A content bias (movement education, lead up sports) would not be spelled out in the hope that all professionals would feel comfortable using the document. (There exists a philosophical difference among professionals and it was our desire to avoid the topic head on.)

C. Visual analysis would be established as a teaching and measuring tool.

D. Diagnostic - prescriptive learning experiences would use the knowledge currently existing in the field.

E. Title IX information would be explicit and sources for further information would be easy to locate.

F. The teachers as a group would be encouraged to use their background of knowledge in preparing learning experiences rather than to take activities verbatum from sport books.

Considerations paramount to the use of the document included efforts to:

A. Use only a fewsources for reference in the hope that teachers and/or school districts would purchase such documents.

B. Free school teachers from the old six week block plans of volleyball, softball, and basketball.

C. Eliminate documents which foster sex bias by recommending different sport rules for boys and for girls.

In order to prepare a text in a specific field, it became necessary to establish criteria for the field. The following were established as criteria for quality programming in physical education.

1. Each learner possesses a unique set of characteristics and capabilities, and that the teacher must be aware of the student as an individual.

2. Students be able to attain and know how to maintain a high level of physical fitness.

3. Crucial to the identification of student needs is the teachers' ability to identify each student

4. The best program for a learner is the one designed to meet personal needs.

5. For equity to exist in the programming of physical education, a wide range of activities must be used.

6. For equity to exist, the Law must be known.

The materials collected were examined in the context of the above six objectives and were either discarded or ordered for the writing phase of the inventory construction. It was at this point that the decision was made by the authors to use book references whenever possible rather than journal or research articles. Interviews with public school personnel

provided evidence which suggested that those teachers with access to journals or research documents would probably refer to them and that teachers would be far more inclined to obtain books rather than articles if they did not own them. They also felt that teachers could request that the school purchase certain of the sources. The following is the first list of select sources according to criteria.

Criteria for Quality Programming in Physical Education

1. Each learner possesses a unique set of characteristics and capabilities and that the teacher must be aware of the student as an individual.

Topic: Growth and Development

Recommended Sources:

Bloom, Benjamin S. Human Characteristics and School Learning. New York: McGraw-Hill Book Company, 1976.

Espenschade, A. and Eckert, H. Motor Development. Columbus, Ohio: Charles E. Merrill, 1967.

Lawther, John D. The Learning and Performance of Physical Skills. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1977.

Rarrick, Lawrence. Physical Activity: Human Growth and Development. New York: Academic Press, 1977.

Wickstrom, Ralph L. Fundamental Motor Patterns. Philadelphia, Pa.: Lea and Febiger, 1977.

2. Students be able to attain and know how to maintain a high level of physical fitness.

Topic: Physiology of Exercise

Recommended Sources:

Mathew, Donald K. and Fox, Edward L. The Physiological Bases of Physical Education and Athletics. Philadelphia, Pa.: W.B. Saunders, 1976.

Karpovich, Peter V. and Sinning, Wayne E. Physiology of Muscular Activity (7th ed.)Philadelphia, Pa.: W.B. Saunders, 1971.

Wilmore, J.H. and J.F. Keogh (eds) Exercise and Sport Sciences Reviews (Vol.3). New York: Academic Press, 1975.

Wilmore, Jack H. Research Studies on the Female Athlete: Body Composition and Strength Development. JOHPER, January, 1975.

3. Crucial to the identification of student needs is the teachers' ability to identify each student's level of skill.

Topic: Measurement
Biomechanics
General Considerations

Recommended Sources:

Baumgartner, Ted A. Measurement for Evaluation in Physical Education. Boston: Houghton Mifflin Company, 1975.

Broer, M.R. Efficiency of Human Movement. 3rd Ed. Philadelphia: W.B. Saunders Co., 1973.

Cooper, John M. and Glassow, Ruth B. Kinesiology. St. Louis: the E.V. Mosby Company, 1972.

Drews, Fred & McGee, Rosemary. Proficiency Testing for Physical Education. Washington, D.C.: American Association for Health, Physical Education and Recreation, The College of Physical Education Commission, 1974.

Harrow, Anita J. A Taxonomy of the Psychomotor Domain. New York: David McKay Company, Inc. 1972.

Logsdon, Bette J. et al. Physical Education for Children: A Focus on the Teaching Process. Philadelphia: Lea and Febiger, 1977.

Safrit, Margaret J. Evaluation in Physical Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

4. The best program for a learner is the one designed to meet personal needs.

Topic: Individualization
Styles of Teaching

Recommended Sources:

Heitmann, Helen M. and Kneer, Marion E. Physical Education Instructional Techniques: An Individualized Humanistic Approach. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

Mosston, Muska, Teaching Physical Education. Columbus, Ohio: Charles E. Merrill, Inc. 1966.

5. For equity to exist in the programming of physical education, a wide range of activities must be used.

Topic: General Physical Education

Recommended Sources:

Cassidy, Rosalind and Caldwell, Stratton F. Humanizing Physical Education. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1974.

Gerber, Ellen W., et al. The American Women in Sport. Reading Mass.: Addison-Wesley, 1974.

Guidelines for Middle School Physical Education. A Position Paper of the Middle School College Council of the National Association for Sport and Physical Education, AAHPER, Washington, D.C. 1977.

Hartman, Betty G. et al. Ohio Guide for Girls Secondary Physical Education. Columbus, Ohio: State of Ohio, 1971.

MacKenzie, Martin M. Toward a New Curriculum in Physical Education. New York: McGraw-Hill Company, 1969.

Secondary School Physical Education: A Position Paper of the Secondary School Physical Education Council of the National Association for Sport and Physical Education of AAHPER, Washington, D.C. (revised 1976.

Seidel, Beverly L. et al. Sports Skills: A Conceptual Approach to Meaningful Movement. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1975.

Stanley, Sheila. Physical Education: A Movement Orientation. New York: McGraw-Hill Book Company, 1969.

6. For equity to exist the Law must be known.

Topic: Equity

Recommended Sources:

Anyone's Guide to Filing a Title IX Complaint. Peer, 1029 Vermont Avenue, N.W., Washington, D.C. (Free)

Dunkle Margaret. Competitive Athletics: In Search of Equal Opportunity. Washington, D.C.: Resource Center for Sex Roles in Education, 1977.

Dunkle, Margaret C. and Sandler, Bernice. Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972. Washington, D.C.: Project on the Status and Education of Women, Association of American Colleges, 1975.

Geadelmann, Patricia L., Grant, Christine, Slatton Yvonne and Burke, Peggy N. Equality in Sport for Women. Washington, D.C.: AAHPER, 1977.

Memorandum to Chief State School Officers. Elimination of Sex Discrimination in Athletic Programs, Washington, D.C.: HEW, Office of Civil Rights, 1975.

Pennsylvania Department of Education. Self-Study Guide to Sexism in Schools. Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126.

Raffel, Norma, Title IX. How it Affects Elementary and Secondary Education. Report No. 80, Equal Rights for Women in Education Project, Ford Foundation, 1976.

Stalled At the Start. Washington, D.C.: Peer, Suite 800, 1029 Vermont Avenue, N.W., Washington, D.C. 20015 ($1.00 ea.)

Title IX and Physical Education: A Compliance Overview. Washington, D.C., Office of Education, 1976.

Zamost, Judith and Feldman, Sylvia D. Checking Your Balance, Guidelines for Assessing Sexism in School and Classroom Practice. New Jersey State Department of Education, 1976.

Free Newsletters: Sprint - Project of WEAL Education and Legal Defense Fund, 805 15th Street, N.W., Washington, D.C. 20005

Peer Perspective - Legal Defense and Education Fund, 1029 Vermont Avenue, N.W., Washington, D.C. 20005

After the primary sources were identified, a tentative working outline was prepared to guide the writers in the preparation of the document.

Working Outline

1. Introduction
   - A. Basic Title IX statement
   - B. Overview of current programming
   - C. Discussion of athletics vs. physical education and the Law
   - D. Purpose of inventory
2. A Discussion of Title IX Requirements Specific to Physical Education
   - A. Full statement of Law as it related to physical education
   - B. Summary of guidelines taken from Title IX and Physical Education: A Compliance Overview.
   - C. Interpretations of Law and how to analyze them
   - D. Definitions of physical education
   - E. Discussion of topic "contact sports"
   - F. Discussion of assessment as a major concern
3. Self-Study Inventory
   - A. Overview of inventory process
   - B. Materials to be assembled such as current curriculums, objectives, etc.
   - C. Demographic data to be gathered;
     - 1) Enrollment
     - 2) Facilities
     - 3) Community Resources

4) Equipment

5) Staff Assignments

6) Evaluation

D. Questions to be answered by teachers in an effort to assess the quality of the environment.

1) Facilities and equipment

2) Staff qualifications

3) Student capacity to perform

4) Existing curriculum

5) Level of cooperative planning

4. Step by step sequence for identifying student needs with emphasis on eliminating sex bias.

A. Model assessment items for identifying student capabilities.

B. How to use the "critical eye" approach in assessing students.

C. Recommended lesson plans which free teachers time thus enabling them to devote their class time to observation.

5. Systematic Curriculum Plan

A. Preparation of information as directed.

B. Identification of student needs.

C. Identification of a physically educated person.

D. Preparation of objectives.

E. Identification of resources, space, equipment, facilities, etc.

F. Selection of activities to meet agreed upon objectives.

G. Pre-assessment and post-assessment procedures.

H. Preparation of plan for school year 1978-1979.

III. ANALYSIS OF INVENTORY BY EXTERNAL READERS

Upon completion of the invetory, it was shared as planned (Procedure 2, P. 13) with four physical educators. One of the professionals requested and was granted the opportunity to share their stipend with another person, thus five persons were used as readers.

Shirley Babbitt, Coordinator, Physical Education, Cleveland Public Schools, Cleveland, Ohio.

Ms. Babbitt, former President of the Ohio Physical Education Association, provided expertise in facilities analysis, in-service of teachers, and the likelihood of the document being used by a large system as a planning tool.

Charles Bilardo, Teacher, Cleveland Public Schools, Cleveland, Ohio.

Mr. Bilardo is the conceptual planner of one of the outstanding programs currently in use in the metropolitan schools.

Lucille Burkett, Director, Physical Education, and Coordinator, Title IX. Shaker Heights Public Schools, Shaker Heights, Ohio.

Ms. Burkett, former President of the National Association for Physical Education and Sports, is a specialist in school programming and biomechanics. Her expertise in all facets of the document was particulary helpful.

Herb Drummond, Supervisor, Physical Education, Ohio Department of Education.

In addition to providing his expertise in curricular planning and teaching environment analysis, Mr. Drummond provided comments regarding potential for the document in schools throughout the State of Ohio.

Vincent Melograno, Chair, Health, Physical Education, and Recreation, Cleveland State University, Cleveland, Ohio.

Dr. Melograno, a graduate of Temple University, is a specialist in teacher behavior, and currently teaches curriculum and methods.

Readers were asked to comment on the following points and to provide any additional comments they wished,

A. Accuracy of content.

B. Technical soundness of statements.

C. Ease of use of the document.

D. Coherence of planning format.

Reviewers' responses are provided in the Table on the next page. Each reviewer made comments throughout the inventory in addition to providing a written summary. Follow-up telephone conversations were conducted with those readers recommending shortening of the document. As a result of reader input, the following changes were made in the preparation of the field test copy.

1) Introduction was rewritten.

2) Inventory was reduced in size.

3) New concepts were added to the learning experiences.

4) Various changes were made to clarify specific statements.

In addition to the readers listed above, a number of professionals served as informal readers and recommended changes; however, they confirmed the changes suggested by the designated readers. In an effort to further check the area of growth and development as it related to student assessment, the writers requested budgetary changes which permitted the employment of Dr. Agnes Hooley, a specialist in kinesiology and adapted physical education to review the field test copy for accuracy in these areas. Although Agnes did not find errors in content, she made editorial suggestions which have been implemented.

Figure 1.

REVIEWERS RESPONSES

TOPIC	Melograno	Burkett	Babitt	Bilardo	Drummond
1. Accuracy	Complete	Check observational check sheets for incomplete materials	Complete	Had some problems with Title IX - none with Physical Ed.	Complete
2. Technical soundness of statements:	Confusion on athletics, sports, etc.	Complete	Complete	Complete	Complete
3. Ease of use	too long	too long	too long	too long	too long
4. Individual areas					Positive response to all areas
a. Introduction			Harsh		
b. Title IX	Good	Good	Good	OK	
c. Environment	No response	too long	Good	OK	
d. Planning Inventory			too long		
e. Student Assessment	Not clear	consider some reworking of items.	Too long		
f. Planned learning experiences	OK	Include push-pull	Recommended specific changes.	Would like to see more in action. (a model in a school)	

IV. SELECTION AND BRIEFING OF FIELD TEST PARTICIPANTS

Selection of Sites

Fifty schools from the State of Ohio were selected as field test sites. They were selected in consultation with the Ohio Department of Education and with assistance from the following universities: Miami University, Bowling Green State University, the Ohio State University and Kent State University. They represented:

1) Urban, suburban and rural
2) Building enrollment from less than 500 to over 2,000
3) Public and private
4) Ethnic and minority differences (this is known primarily from locality rather than specific indices).

Invitations

In January 1978, each school was invited to participate through a letter to the principal. The letter was followed by a telephone conversation and in over half of the schools by a visit by one of the writers. When a school agreed to take part in the study, individual letters and guides were sent to each participating teacher (See Appendix A for letters and attached field test guide). Numerous invitations were extended to schools to participate in the study and, if you will recall the politics of education in Ohio last winter, you may have a slight feel for the horrendous problems the writers encountered in locating volunteers for the field-test group. We wish to stress that while the selected participants met with criteria established, they were not a random sample. The number of principals that verbally

refused the invitation was approximately one-third of the group invited. Unfortunately, only one or two put it in writing. The excuse most often used was that the teachers were coaching and did not have time to work with the materials. Forty-three schools agreed to participate. Each participant was provided with a guide and was asked to:

A. Review the guide

B. Use the student assessment model in class for an extended period of time.

C. Meet, at least three and preferably six times, with all physical educators in the building to plan next year's program using the guide.

D. In the above meetings, they were to agree upon the definition of a physically educated person.

E. Complete a four page survey which raised questions about the validity of the guide as well as the contents of their planned program.

See (Appendix B for the names and locations of participating schools).

Survey of Participants

Using the goals identified in the project conceptualization along with the specifications used in formulating the inventory, a four page survey was prepared to streamline the questionning process. (See Appendix C for a copy of the survey). The surveys were sent to the schools in May, 1978, requesting that the teachers return the survey as they completed their yearly plans. One follow-up letter was sent to those not completing the forms. Of the forty-three schools that agreed to participate, six left the study after it was in progress; three because teachers were not being paid, one because the principal would not allow the teachers to re-

turn their completed materials for reasons we do not know, and two schools whose district got into a Title IX suit during the test period. Again, a case in which we believe the materials are not to be released. Special arrangements were also made with one metropolitan district (Cleveland) to have one building representative prepare the survey for the group. (For research purposes each survey was treated as a single participant.) Sixty-seven full-time teachers employed in thirty-eight school districts completed the study as directed. All schools, with the exception of those previously mentioned, returned at least one survey with 76% representing the entire building staff and 24% representing only a partial building return. Less than ten individuals agreeing to participate failed to do so.

V. DATA GATHERING AND ANALYSIS

Sixty-seven physical educators, thirty males and thirty-seven females, returned the survey. Seventy-six percent of the group represented entire schools while twenty-four percent represented partial returns. The data was analyzed using the Statistical Package for the Social Sciences (SPSS) CROSSTABS which provided Chi Square and Contingency Coefficients. Other data such as percentages, means, and standard deviations were also obtained. The data will be discussed under the following topics: Participant Qualifications and Background, Assessment of the Guide, and An Investigation of Certain Potential Influencing Factors.

Participant Qualifications and Background

The following levels of instruction are represented by those educators returning the survey.

LEVEL OF INSTRUCTION	NO. OF RETURNS	% OF TOTAL
K - 8	9	15.5
7 - 9	34	58.6
10 - 12	15	25.9

They are employed in schools with enrollments ranging from 360 to 2,630 students.

SCHOOL ENROLLMENT	NUMBER OF PARTICIPANTS
0 - 500	6
500 - 750	19
750 - 1000	18
1000 - 1250	14
1250 - 1500	2
1500 - 1750	3
1750 - 2000	3
2000 +	2
TOTAL	67

ENVIRONMENT IN WHICH PARTICIPATING SCHOOLS WERE LOCATED

Environment	Number of Schools
Urban	12
Suburban	17
Rural	9
TOTAL	38

Three of the schools were private; the rest were public institutions. (See Appendix E for names of school districts.)

In an effort to become better informed regarding participants' backgrounds, the answers to the following questions were reported.

PARTICIPANTS' ASSESMENT OF WHETHER THEY ARE IN COMPLIANCE

"Yes"	50.7%
"Partial"	43.3%
"No"	6.0%

PARTICIPANTS INVOLVEMENT IN SCHOOLS' TITLE IX COMPLIANCE REPORT

"Yes"	43.3%
"No"	56.7%

PARTICIPANTS PREVIOUS USE OF VISUAL ANALYSIS

"Yes"	70%
"No"	30%

Assessment of the Guide

The single most important question to the future of the study were the results of the question:

Given the opportunity, would you use the guide next year, according to the directions in the self-study?

"Yes"	87%
"No"	13%

Many of those saying "Yes" gave testimony to the value of the guide and recommended its use nationwide. Among the 13% saying they would not use it, one made the point that their teaching situation prohibited its use and others stated that they liked the document but found the "How to Use It" chapter offensive.

In response to the question:

How does the self-study compare with other materials used in meeting Title IX compliance in Physical Education?

"More Valuable"	54%
"As Valuable"	43%
"Less Valuable"	3%

When asked if they gained personally from working with the guide, the following was reported.

Did the self-study help in improving your ability to communicate with the following audiences:

	YES	NO
Students	90%	10%
Administrators	87%	13%
Parents	87%	13%
Colleagues in Physical Education	85%	15%
Colleagues Outside of Physical Education	87%	13%

Did the self-study help you in identifying student needs, whether they be male or female?

"Yes"	81%
"No"	19%

In an effort to obtain a detailed assessment of specific components of the guide, each participant was asked to rate the components on a one-to-five scale with "5" representing very good, and "1" representing very poor. The results are reported by percentage of total and by number of participants rather than by mean and standard deviation, as some of the participants failed to complete every item and the results could be misleading. (Table 1)

Table 2 contrasts the reporting of Compliance, Partial, or Non-Compliance with the results regarding the value of the document. It becomes obvious that as the teachers find themselves not in compliance they tend to find a greater need for the document. Another item of interest was the fact that although most participants reported a competent degree of proficiency in interpreting Title IX to various populations, i.e., students, administration, parents, colleagues within and outside of physical education, 75% of those reporting non-compliance

TABLE 1

Assessment of Guide Components

A.) *Clarity of Individual Sections* -

	Very Good		Good		Average		Poor		Very Poor	
Title IX	42 (72.4)	5	16 (27.6)	4		3		2		1
Teaching Environment	32 (55.2)	5	21 (36.2)	4	5 (8.6)	3		2		1
How to Use Inventory	22 (37.9)	5	23 (39.7)	4	12 (20.7)	3		2	1 (1.7)	1
Student Assessment	23 (39.7)	5	28 (48.3)	4	6 (10.3)	3	1 (1.7)	2		1
Learning Experiences	24 (41.4)	5	25 (43.1)	4	9 (15.5)	3		2		1

B.) *Help in Verifying Quality Program*

Title IX	35 (60.3)	5	22 (37.9)	4	1 (1.7)	3		2		1
Teaching Environment	26 (44.8)	5	22 (37.9)	4	10 (17.2)	3		2		1
How to Use Inventory	18 (31.0)	5	31 (53.4)	4	8 (13.8)	3		2	1 (1.7)	1
Student Assessment	30 (51.7)	5	18 (31.0)	4	10 (17.2)	3		2		1
Learning Experiences	28 (48.3)	5	20 (34.5)	4	10 (17.2)	3		2		1

C.) *Assistance in Program Change*

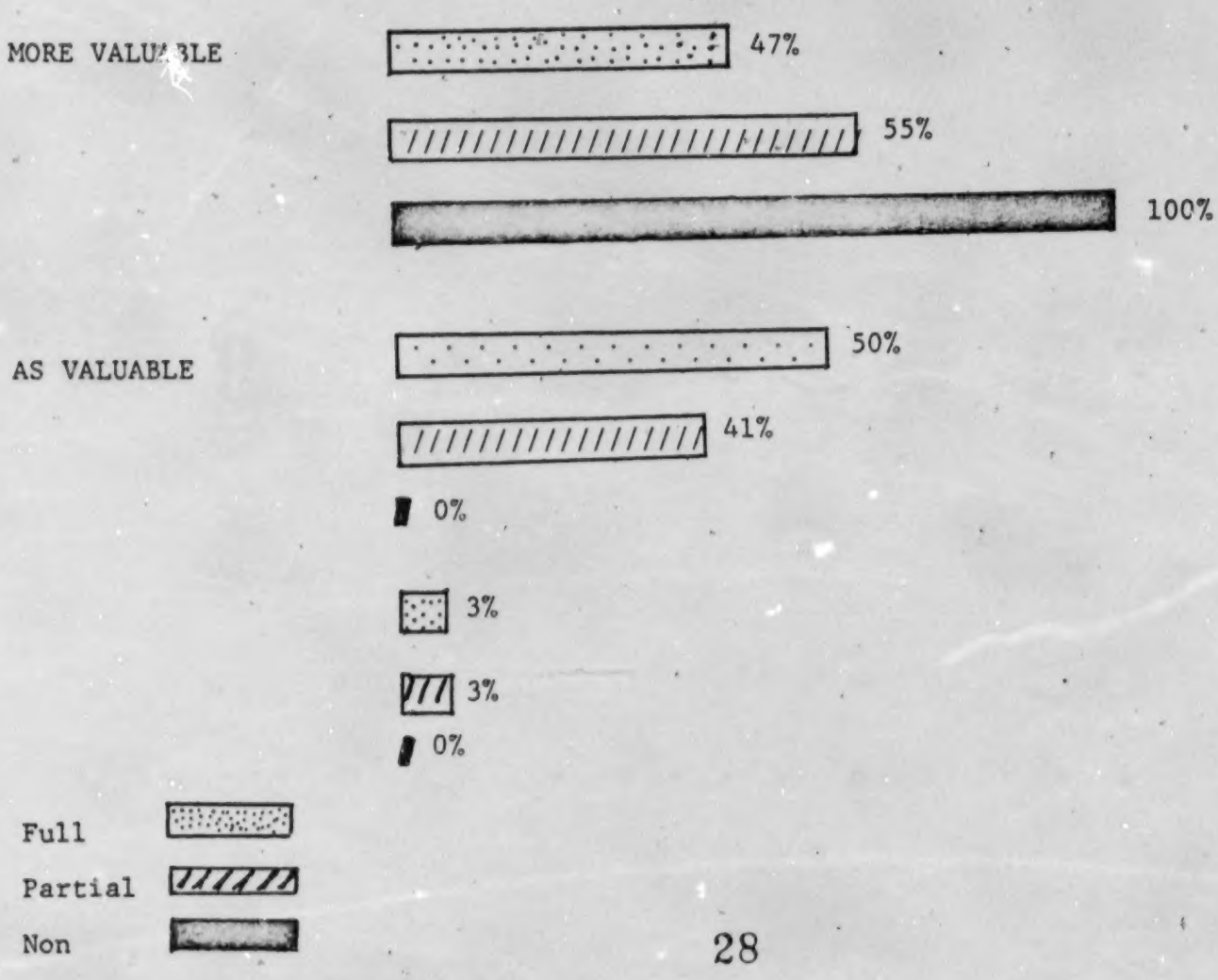
Title IX	22 (37.9)	5	31 (53.4)	4	4 (6.9	3		2		1
How to Use Inventory	21 (36.2)	5	24 (41.4)	4	11 (19)	3	1 (1.7)	2		1
Teacher Assessment	19 (32.8)	5	26 (44.8)	4	11 (19)	3	1 (1.7)	2		1
Student Assessment	24 (41.4)	5	24 (41.4)	4	7 (12.1)	3	2 (3.4)	2		1
Learning Experience	19 (32.8)	5	24 (41.4)	4	13 (22.4)	3	1 (1.7)	2		1

D.) *Enhance your Ability to Communicate with Colleagues*

Title IX	33 (46.9)	5	17 (29.3)	4	6 (10.3)	3		2		1
How to Use Inventory	24 (41.4)	5	23 (39.7)	4	9 (15.5)	3		2		1
Teacher Assessment	21 (36.2)	5	24 (41.4)	4	10 (17.2)	3	1 (1.7)	2		1
Student Assessment	25 (43.1)	5	21 (36.2)	4	10 (17.2)	3		2		1
Learning Experience	26 (44.8)	5	20 (34.5)	4	9 (15.5)	3	1 (1.7)	2		1

TABLE 2

REPORTED VALUE OF GUIDE BY TEACHERS REPORTING FULL, PARTIAL AND NON-COMPLIANCE



also reported an inability to interpret Title IX to their administrators. Table 3 reports significant Chi squares for administrators as well as for parents and for colleagues outside of physical education. Of this group, all but one reported that the guide improved their ability to communicate the law with their administration.

An Investigation of Certain Potential Influencing Factors

Detailed analysis of the results of the survey were conducted on the factors of sex of instructors, grade level of instruction and perceived compliance by participant. The returns of male and female teachers were compared and with the exception of one item in the analysis of the guide components, no significant differences were reported. (Table 4)

The following provides the results of reported compliance according to level of instruction.

Reported Compliance	"Yes"	Partial	"No"
K - 8	6	4	0
7 - 9	20	17	3
10 - 12	8	8	1
	34 (51%)	29 (43%)	4 (6%)

When the level of instruction was examined in the context of the participant's perceived help from the guide in identifying student needs, the following is reported.

TABLE 3

RESULTS OF TEACHERS ASSESSMENT OF COMPLIANCE
COMPARED WITH THEIR PERCEPTION OF ADEQUACY IN COMMUNICATION - TITLE IX

	Chi Square	Contingency Coefficient
Students	0.98529	0.12039
Administrators	7.87269*	0.32426
Parents	21.89540**	0.49629
Colleagues in Physical Education	5.22405	0.26894
Colleagues outside of Physical Education	17.78738**	0.45803

*Significant at .05 level

**Significant at .01 level

TABLE 4

ANALYSIS OF THE QUALITY OF THE GUIDE COMPONENTS BY SEX

	Chi Square	Contingency Coefficient
A) Clarity of Individual Sections:		
Title IX	3.3534	0.2183
Teaching Environment	7.9599*	0.3258
How to Use the Inventory	3.4087	0.2200
Student Assessment	2.8548	0.2021
Learning Experiences	6.2625	0.2923
B) Help in Verifying Quality Program:		
Title IX	2.2330	0.1795
Teaching Environment	4.5093	0.2511
How to Use Inventory	3.4819	0.2222
Student Assessment	2.4879	0.1892
Learning Experiences	2.4813	0.1889
C) Assistance in Program Change		
Title IX	.3839	0.9435
Teaching Environment	1.6571	0.1553
How to Use Inventory	1.5388	0.1498
Student Assessment	4.3157	0.2460
Learning Experiences	4.2061	0.2430
D) Enhance Your Ability to Communicate		
Title IX	1.2294	0.1342
Teaching Environment	1.2238	0.1339
How to Use Inventory	2.0240	0.1712
Student Assessment	.9140	0.1160
Learning Experiences	2.6512	0.1951

*Significant at the .05 level

Did the Self-Study Help in Identifying Student Needs?

Type of School	"Yes"	"No"
K - 8	80%	20%
7 - 9	75%	25%
10 - 12	94%	6%

When reported compliance was analyzed in the context of various other factors, the following was reported.

Participation in Preparation of Title IX Compliance Report Compared with Perceived Levels of Compliance.

Participation in Preparation of Report

Compliance	Yes	No
Full	53%	47%
Partial	38%	62%
Non		100%

Assessed Value of Guide Compared With Perceived Level of Compliance

Value of Guide

Compliance	More Valuable	As Valuable	Less Valuable
Yes	50%	47%	3%
Partial	42%	55%	3%
No	100%		

Did the Study Help in Identifying Student Needs?

Help in Identifying Student Needs

Compliance	Yes	No
Full	71%	29%
Partial	90%	10%
Non	100%	

Results of Teachers Reporting Use of Visual Analysis in Relation to Their Status of Compliance

Compliance	Use of Visual Analysis	
	Yes	No
Full	82%	18%
Partial	55%	45%
Non	75%	25%

In summary, the following points are presented:

1. Eighty seven percent of the respondents said that they will use the guide in the future and 97% said that the document was as valuable or more valuable than any other document they have used in working with Title IX.

2. That the report supports that teachers appear to be finding the guide helpful without the aid of formal inservice instruction.

3. Results also suggest that participating teachers have increased their capacity to deal with individual students and to use visual analysis.

4. The guide also appears to have been successful in assisting persons in communicating the Law with the various public.

5. In response to whether the document is threatening or not the conclusions are unclear. While the Guide, once placed in a situation, does not seem to be threatening; the whole notion of Title IX is so threatening in the Schools and in Physical Education that, for the time being, it would be impossible to say it was not threatening.

VI. RECOMMENDATION FOR PUBLICATION

The authors believe that materials contained in the report provide evidence that the project objectives have been met. Contents of the product appear to be equally satisfactory to male and female teachers. Evidence is presented in chapter five to support the document as it relates to assessment, individualization, and visual analysis.

Dissemination

As of the date of this report, portions of the project have been presented to the following professional groups.

Ohio College Association, Women In Physical Education, April, 1978.

Minnesota State Department Workshop on Equal Opportunity - June, 1978.

American Educational Research Association, Special Interest Group, Women In Education Madision, Wisconsin, October, 1978

Ohio Association for Health, Physical Education and Recreation, Columbus, Ohio - November, 1978

Articles are in process for the following publications with other journals under consideration for possible entry.

Research Quarterly, American Alliance for Health, Physical Education and Recreation.

Journal of Physical Education and Recreation (same organization)

The following recommendations are made to the agency charged with disseminating the product.

1. Place a book review in the Journal of Physical Education and Recreation.

2. Provide a brochure to state presidents and PEPI coordinators for the American Alliance for Health, Physical Education and Recreation.

3. Provide the same to Title IX coordinators which I'm sure is part of the plan.

4. As the product is essentially a curriculum guide, it could also be displayed in drop-in centers at the Association for Supervision and Curriculum Development, AACTE, and at conventions attended by principals and superintendents.

5. The authors are willing to provide upon request lists of names of persons that might be influential in disseminating the product. Most Ohio teacher education institutions appear to be eagerly awaiting the publication of the product and anticipate using it in classes. Incidentally, Bowling Green State University used field test copies in physical education professional classes and report its use as very successful.

APPENDIX A

CLEVELAND STATE UNIVERSITY
CLEVELAND, OHIO 44115

COLLEGE OF EDUCATION (216) 687-3737

Dear Participating Teacher:

Thank you for agreeing to participate in the Study to Assure Equity Planning in Required Secondary School Physical Education. As a specialist in physical education, you are invited to examine the attached document and to determine its value as a means of encouraging team curricular planning. We also encourage you to share with us any other concerns about the Self Study.

In using the materials, we recommend that you follow the outline beginning on page 26; however, we recognize that certain areas may require more time than is available. In the next few weeks, we will be sending you two different one page surveys asking for comments on the assessment. Your assistance in filling out these documents will be appreciated. All information will be coded and will remain confidential; however, credits to you and to your school will be shared whenever possible.

Should you have questions or wish to discuss the Self Study, please call Annie Clement, Associate Dean, College of Education 216 687-3741 preferably between 8 - 10 a.m. Following the completion of the study you will receive a copy of the research report.

As you probably know, physical educators have received little federal funding. Thus, we are particularly pleased to have received support for this project and look forward to your participation in the study.

Thank you for your time and your help.

Sincerely,

Annie Clement

Annie Clement,
Co-Project Director

Betty Hartman

Betty Hartman
Co-Project Director

SOME CONSIDERATIONS IN VIEWING

GUIDE TO EQUITY PLANNING IN

SECONDARY SCHOOL PHYSICAL EDUCATION

1. All physical educators in a building should be involved in the study.

2. The document is to be examined by each physical educator as to its:

   a. Clarity
   b. Direction
   c. Purpose
   d. Usefulness for planning for Co-educational Physical Education
   e. Reaction to Cooperative Planning Sessions
   f. Reaction to Assessment Schema

3. Two very brief questionnaires will be sent to each participant.

APPENDIX B

SCHOOL NAME CODE

1.	Cleveland - John Hay Sr. High	1638
2.	Cleveland - William Dean Howells	766
3.	Cleveland - Carl F. Shuler	1005
4.	Cleveland - Clara A. Westropp Jr. High	983
5.	Findlay - Glenwood Jr. High	600
6.	Findlay - Donnell Jr. High	600
7.	Findlay - Findlay High School	2000
8.	Regina High School - South Euclid	867
9.	Gateway Middle, Maumee (6-8)	885
10.	Holy Name, Parma Heights (9-12)	544
11.	Lake Catholic, Mentor (9-12)	1150
12.	Northmont Jr. High, Clayton	1165
13.	Centerville High School, Centerville	2630
14.	Columbus - Beechcroft High School (7-12)	1217
15.	Columbus - Buckeye Jr. High (7-9)	805
16.	Perrysburg High School (9-12)	975
17.	Shaier - Woodbury	810
18.	Shaker Heights - Byron	855
19.	Shaker Heights High School	1627
20.	Otsego High School (9-12)	553
21.	Forest Park Jr. High, Euclid	634
22.	Kenton Jr. High (7-9)	690
23.	Lee Burneson Jr. High, Westlake (7-9)	507

24.	Brown Jr. High School, Ravenna	1200
25.	Windhan High School, Windham,	650
26.	Stow Jr. High School, Munroe Falls	1150
27.	Goodyear Jr. High School, Akron	1309
28.	Solon Jr. High, Solon	600
29.	Dodge Junior High, Twinsberg	650
30.	Hithergreen Middle - Centerville	589
31.	Streetsboro Middle School, Streetsboro	480
32.	Norton Intermediate, Norton, Ohio	360
33.	Hudson Jr. High, Hudson	914
34.	Cloverleaf High, Lodi	
35.	Dover Jr. High, Kent	1050
36.	Memorial Middle - Barberton	426
37.	South East Local, Portage County	775
38.	Lauville Jr. High School, Louville	1036

APPENDIX C

SURVEY ON REACTIONS TO THE SELF STUDY TO ASSURE EQUITY
IN REQUIRED SECONDARY SCHOOL PHYSICAL EDUCATION

We wish to thank you for your analysis of the self study and for the time spent as a participant. Providing answers to the following questions completes your participation. Should you wish to make additional comments please do as any additional input will assist us in our task. The questionnaire is to be returned in the enclosed University envelope to Dr. Annie Clement, Associate Dean, Cleveland State University before June 16, 1978.

Results of our research will be shared with you in September. Again we wish to thank you and wish you a very pleasant summer.

Annie Clement

Betty Hartman

NAME OF TEACHER_____

NAME OF SCHOOL _____

GRADE ASSIGNMENT_____

Percentage of colleagues participating in Study (check one only)

Small Department
Co-worker

Yes_____ No_____

Large Department
% of co-workers

91-100% _____
81-90% _____
71-80% _____
61-70% _____
51-60% _____
41-50% _____
40-less _____

STUDENT PARTICIPATION

Please estimate the percentage of students participating in instruction, intramurals and athletics. Place an "X" in the blank which represents your response.

Grade	Percentage	Instructions		Intramurals		Athletics	
		Boys	Girls	Boys	Girls	Boys	Girls
6th	81-100%						
	61-80%						
	41-60%						
	21-40%						
	0-20%						
7th	81-100%						
	61-80%						
	41-60%						
	21-40%						
	0-20%						
8th	81-100%						
	61-80%						
	41-60%						
	21-40%						
	0-20%						
9th	81-100%						
	61-80%						
	41-60%						
	21-40%						
	0-20%						
10th	81-100%						
	61-80%						
	41-60%						
	21-40%						
	0-20%						
11th	81-100%						
	61-80%						
	41-60%						
	21-40%						
	0-20%						
12	81-100%						
	61-80%						
	41-60%						
	21-40%						
	0-20%						

INVENTORY ANALYSIS

Place an "X" in the blank which represents your response.

1. After examining the self study, would you assess your program as equitable?

YES_____ PARTIAL_____. NO_____

2. If the answer to one above is yes, do not respond to this question. If the answer is NO or PARTIAL, will your program be different next year as a result of working with the self study?

YES_____ NO_____

3. Do you feel proficient in interpreting Title IX to the following audiences? (Answer each)

	YES	NO
Students	_____	_____
Administrators	_____	_____
Parents	_____	_____
Colleagues in Physical Education	_____	_____
Colleagues outside of Physical Education	_____	_____

4. Did the self study help in improving your ability to communicate with these audiences? (Answer each)

	YES	NO
Students	_____	_____
Administrators	_____	_____
Parents	_____	_____
Colleagues in Physical Education	_____	_____
Colleagues outside of Physical Education	_____	_____

5. Do you think the self study will assist teachers in improving their capacity to assess students on a non-stereotypic basis?

YES_____ NO_____

6. Have you previously employed visual analysis in your teaching?

YES_____ NO_____

If yes, for how long, (Check one) - 1 year or less _____
2-3 years _____
4-5 years _____
6 years or more _____

7. Did the self study help you in identifying student needs, whether they be male or female?

YES_____ NO_____

8. Please respond to the following questions circling the most appropriate answer.

A) Clarity of individual sections -

	Very Good	Good	Average	Poor	Very Poor
Title IX	5	4	3	2	1
Teaching Environment	5	4	3	2	1
How to Use Inventory	5	4	3	2	1
Student Assessment	5	4	3	2	1
Learning Experiences	5	4	3	2	1

B) Help in verifying quality program

Title IX	5	4	3	2	1
Teaching Environment	5	4	3	2	1
How to Use Inventory	5	4	3	2	1
Student Assessment	5	4	3	2	1
Learning Experiences	5	4	3	2	1

	Very Good	Good	Average	Poor	Very Poor
c) Assistance in program change	5	4	3	2	1
Title IX	5	4	3	2	1
How to Use Inventory	5	4	3	2	1
Teacher Assessment	5	4	3	2	1
Student Assessment	5	4	3	2	1
Learning Experience	5	4	3	2	1
d) Enhance your ability to communicate with colleagues					
Title IX	5	4	3	2	1
How to Use Inventory	5	4	3	2	1
Teacher Assessment	5	4	3	2	1
Student Assessment	5	4	3	2	1
Learning Experience	5	4	3	2	1

9. In 1977-1978 were the members of the majority of your classes? (Please check one)

   Separate _____ Combined_____
   Separate but equal_____ Combined and equal_____

10. In 1978-1979 will the members of the majority of your classes? (Please check one)

    Separate_____ Combined_____
    Separate but equal_____ Combined and equal_____

11. Did you participate in the preparation of your school's Title IX compliance document? YES_____ NO_____

12. As a result of your work with the self study, do you anticipate changing your compliance report? YES_____ NO_____

13. How does the self study compare with other materials used in meeting Title IX Compliance in physical education?

    As valuable_____ More valuable_____ Less valuable_____

    If less valuable, please cite better sources

14. Given the opportunity, would you use the self study as directed in the "How to Use It chapter next year?

    YES_____ NO_____

    If no, why?

    Additional Comments

Thank you, please return in the self addressed envelope by June 16, 1978.

LIST OF PERIODICALS INDEXED

Articles of permanent interest in the following periodicals have been indexed in this issue. Occasional important articles from periodicals and newspapers not listed below have also been included. Country of origin is given in the Index for periodicals published overseas.

Abbreviations of periodical titles are given in italics after the titles.

Aboriginal Child at School
Aborig Child Sch
Editor, B.H. Watts, Schonell Educational Research Centre, University of Queensland, St Lucia, Qld 4067. Six issues a year. ISSN 0310-5822.

ACEA Bulletin
ACEA Bull
(Australian Council for Educational Administration). Editor, C. Burnett, Weston Creek High School, PO Box 21, Waramanga, ACT 2611. Twice a year

ACES Review
ACES Rev
(Australian Council for Educational Standards). Editor, PO Box 239, Carlton South, Vic. 3053. Six issues a year. ISSN 0310-9569.

ACTA Magazine
ACTA Mag
Council of the Art Craft Teachers Association. PO Box 121, Parkville, Vic. 3052. Six issues a year. ISSN 0311-0087.

Administrators' Bulletin
Adm Bull
Department of Education, University of Queensland, St Lucia. Qld 4067. Monthly, from March-June; August-November.

Agora
Agora
Victorian Historical Association, 85 Howard Street, North Melbourne, Vic. 3051. Five issues a year.

Associate News
Assoc News
Technical Teachers Association of Victoria, PO Box 286, Collingwood, Vic. 3066. Twenty issues a year.

Australia. Parliament. House of Representatives. Parliamentary Debate
Aust. Parl. H of R. Parl Deb
Mail Order Sales, Australian Government Publishing Service, PO Box 84, Canberra, ACT 2600

Australia. Parliament. Senate. Parliamentary Debates
Aust. Parl. Sen. Parl Deb.
Mail Order Sales, Australian Government Publishing Service, PO Box 84, Canberra, ACT 2600

Australian Academic and Research Libraries
Aust Acad Res Libr
(University and College Libraries Section, Library Association of Australia). Editor, D.H. Borchardt, La Trobe University, Bundoora, Vic. 3083. Quarterly. ISSN 0004-8623

Australian Journal for Health, Physical Education and Recreation
Aust J Health Phys Educ Recreation
Australian Council for Health, Physical Education and Recreation, PO Box 1, Kingswood, SA 5062. Quarterly.

Australian Journal of Mental Retardation
Aust J Ment Retard
Editor, Children's Cottages, Princess Street, Kew, Vic. 3101. Quarterly. ISSN 0045-0634.

Australian Journal of Music Education
Aust J Music Educ
(Australian Society for Music Education). Editor, F. Callaway, Department of Music, University of Western Australia, Nedlands, WA 6009. Twice a year.

Australian Journal of Social Issues
Aust J Soc Issues
Business Manager, J. McClintock, Australian Council of Social Service, 190 Cumberland Street, Sydney, NSW 2000. Quarterly.

Australian Library Journal
Aust Libr J
Library Association of Australia, Science Centre, 25 Clarence Street, Sydney, NSW 2000. Twenty issues a year. ISSN 0004-9670

Australian Psychologist
Aust Psychol
Australian Psychological Society, National Science Centre, 191 Royal Parade, Parkville, Vic. 3052. Three issues a year. ISSN 0005-0067.

Australian School Librarian
Aust Sch Libr
School Library Association of Victoria, PO Box 280, East Melbourne, Vic. 3002. Quarterly. ISSN 0005-0199.

Australian TAFE Teacher
Aust TAFE Teach
(Technical and Further Education Teachers' Association of Australia). Editor, PO Box 2238, Richmond South, Vic. 3121. Quarterly.

College News
Coll News
(Victoria Institute of Colleges and State College of Victoria). Editor, PO Box 346, Hawthorn, Vic. 3122. ISSN 0157-1095.

Education (NSW)
Educ (NSW)
New South Wales Teachers' Federation, 300 Sussex Street, Sydney, NSW 2000. Fortnightly in school year.

Education Library Service Bulletin
Educ Libr Serv Bull
Education Department of Western Australia, Library Services Branch, 664A Murray Street, Perth, WA 6000. Six issues a year.

Education News
Educ News
Department of Education, PO Box 826, Woden, ACT 2606. Subscriptions: Mail Order Sales, Australian Government Publishing Service, PO Box 84, Canberra, ACT 2600. ISSN 0013-1431.

Educational Magazine
Educ Mag
Editor of Publications, Special Services Division, Education Department, 234 Queensberry Street, Carlton, Vic. 3053. Six issues a year. ISSN 0013-1792.

Educational Philosophy and Theory
Educ Philos Theory
Editor and Business Manager, School of Education, University of New South Wales, PO Box 1, Kensington, NSW 2033. Twice a year. ISSN 0013-1857.

Filter
Filter
Science Teachers Association of Western Australia, 823 Wellington Street, Perth, WA 6000

Forum of Education
Forum Educ
Sydney Teachers College, PO Box 63, Camperdown, NSW 2063. Three issues a year.

Gazette
Gazette
Western Australian Institute of Technology, Hayman Road, South Bentley, WA 6102. Quarterly.

HERDSA News
HERDSA News
(Higher Education Research and Development Society of Australasia). Editor, D. Boud, Tertiary Education Research Centre, University of NSW, Kensington, NSW 2033.

Idiom
Idiom
Victorian Association for the Teaching of English, PO Box 265, Carlton South, Vic. 3053. Six issues a year.

Independence
Independence
(Headmasters' Conference of Australia). Magazine Art Pty Ltd, 35 Willis Street, Hampton, Vic. 3188.

Independent Education
Indep Educ
New South Wales Independent Teachers Association, PO Box 560, Chatswood, NSW 2067. Three issues a year. ISSN 0310-7175.

Journal of Advanced Education
J Adv Educ
Federation of Staff Associations of Australian Colleges of Advanced Education, 172 Chetwynd Street, North Melbourne, Vic. 3051. Monthly.

KTAV News
KTAV News
Kindergarten Teachers' Association of Victoria, 335 Camberwell Road, Camberwell, Vic. 3124. Quarterly.

Leader
Leader
(Department of Education, New South Wales). Editor, T.J. Harrison, Department of Education, Box 33, GPO, Sydney, NSW 2001. Four issues a year.

Links
Links
A newsletter for teachers of young children. Pre-School Branch, Department of Education, PO Box 33, North Quay, Qld 4000. Six issues a year. ISSN 0156-1103.

Official Journal of the Institute of Art Education
Off J Inst Art Educ
Editor, J.M. Parrott, School of Education, Deakin University, Vic. 3217. Three times a year ISSN 0155-1329.

Orana
Orana
Journal of School and Children's Librarianship. (School and Children's Libraries Sections, Library Associatl of Australia). Editor, V. Watson, 24A Llewellyn Street, Oatley, NSW 222 Quarterly. ISSN 0045-6705.

Parent and Citizen
Parent & Citizen
(Federation of Parents and Citizens Associations of NSW). PO Box A406, Sydney South, NSW 2000. Ten issues a year. ISSN 0156-9902.

Pivot
Pivot
Education Department of South Australia, Box 1152, GPO, Adelaide, SA 5001. Three issues a year. ISSN 0311-0222.

Practising Administrator
Pract Adm
Queensland Institute for Educational Administration, PO Box 272, Ashgrove, Qld 4060. Three issues a year. First published 1979.

Primary Education
Primary Educ
Editor, D. Drummond, Primary Educatio Pty Ltd, PO Box 150, East Melbourne, Vic. 3022. Monthly.

Primary Journal
Primary J
Department of Education, New South Wales. Cnr Bridge and Loftus Streets Sydney, NSW 2000. Six issues a year.

Probe
Probe
State College of Victoria at Toorak, 336 Glenferrie Road, Malvern, Vic. 3144. Twice a year.

Queensland Science Teacher
Qld Sci Teach
(Science Teachers Association of Queensland). Editor, S. McKenzie, Department of Education, PO Box 33, North Quay, Qld 4000. Four issues a year.

Queensland Teachers Journal
Qld Teach J
Queensland Teachers Union, PO Box 310, North Brisbane, Qld 4000. Monthly, except January and December.

Radical Education Dossier
Radical Educ Dossier
Radical Education Publications, PO Box 197, Glebe, NSW 2037. ISSN 0314-6251.

SASTA Journal
SASTA J
South Australian Science Teachers Association. Editor, 163A Greenhill Road, Parkside, SA 5063. Four issues a year. ISSN 0059-1462.

School and Community News
Sch Community News
School and Community Project, School of Teacher Education, Canberra College of Advanced Education, PO Box 1, Belconnen, ACT 2616.

Secondary Teacher
Secondary Teach
Victorian Secondary Teachers Association, 35-43 Elizabeth Street, North Richmond, Vic. 3121. Twenty issues a year. ISSN 0080-8466.

South Australian School Post
SA Sch Post
South Australian Association of State School Organisations, 181 Gover Street, North Adelaide, SA 5006. Four issues a year.

South Australian Teachers Journal
SA Teach J
South Australian Institute of Teachers, 163A Greenhill Road, Parkside, SA 5063. Fortnightly in school term. ISSN 0038-3015.

South Pacific Journal of Teacher Education
South Pac J Teach Educ
(South Pacific Association of Teacher Education). Australia International Press and Publications Pty Ltd, 397 Little Collins Street, Melbourne, Vic. 3000. Four issues a year. ISSN 0311-2136.

Special Education Bulletin
Spec Educ Bull
(Special Education Branch, Department of Education). Editor, G.J. Swan, Department of Education, PO Box 23, North Quay, Qld 4000. Twice a year.

Study of Society
Study of Soc
(Victorian Advisory Committee on the Teaching of the Social Sciences in Secondary Schools). Editor, M. Russell, Hytone House, 534 Swanston Street, Carlton, Vic. 3053. Executive Officer, 59 Stanley Street, West Melbourne, Vic. 3003. Three issues a year.

TAFE Quarterly
TAFE Q
Information Services Division, NSW Department of Technical and Further Education, PO Box K638, Haymarket, NSW 2000. Quarterly. ISSN 0156-8760.

Teacher Feedback
Teacher Feedback
Educational Journal of the NSW Teachers Federation. The Editor, 300 Sussex Street, Sydney, NSW 2000 Twice a year.

Training and Development in Australia
Train Dev Aust
(Australian Institute of Training and Development). Editor, D. Douglas, Box 6, Holme Building, University of Sydney, NSW 2006. Quarterly. ISSN 0310-4664.

Trigon
Trigon
School Mathematics Journal of the Mathematical Association of South Australia. Editor, c/- Department of

Pure Mathematics, University of Adelaide, Box 498, GPO, Adelaide SA 5001. Three issues a year.

Unicorn
Unicorn
(Australian College of Education). Editor, G.W. Bassett, James Darling House, 916 Swanston Street, Carlton, Vic. 3053. Four issues a year. ISSN 0311-4775.

VAT
VAT
Victorian Association of Teachers, 37a Railway Parade North, Glen Waverley, Vic. 3150. Monthly.

Vestes
Vestes
Federation of Australian University Staff Associations, Fawkner Centre, 499 St Kilda Road, Melbourne, Vic. 3004. Twice a year. ISSN 0042-4560.

VISE News
VISE News
Victorian Institute of Secondary Education, 582 St Kilda Road, Melbourne, Vic. 3004. ISSN 0314-724X.

Words and Windmills
Words and Windmills
(Tasmanian Association for the Teaching of English). Editor, 181 Elizabeth Street, Hobart, Tas. 7000.